

N.B.—These Programmes must be used in conjunction with *Home Education and Parents and Children* (see N.B. 3).

Programme 123†

L₂

(April to July, 1932.
Sept. to Dec., 1932, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto : " *I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM II. (A and B).
(Ages 9 to 11).

PUPILS' NAMES.....

Bible Lessons.

The Bible text must be read and narrated without
interruption.

A & B I. Suitable parts from *Genesis*, chapters 16-33, inclusive
(see Paterson Smyth).

II. *St. Luke's Gospel*, chapters 1-7, inclusive.

Teacher study Dr. Paterson Smyth's *Genesis* (Sampson Low, 2/-),
lessons 9-16, inclusive (omitting questions), in order to bring the
passages home to the children.

Optional: *The Children's Year* (Church Seasons), by the Rev. G.
A. Oakley (S.P.C.K., 2/6). *S.P.C.K. Bible Atlas* (1/-).

The following books will be found useful for teacher's own study:
The Little Bible (Oxford Press, 2/6, see *Appendix for Teachers
and Parents*). Peloubet's *Bible Dictionary* (R.T.S., 10/6). *Helps
to the Study of the Bible* (new edition, Oxford Press, 8/6).

For private daily Bible reading children may use: *Daily Readings
and Notes* (Series "C") monthly schemes (1/6 a year, from The
Secretary, B.R.F., 19, Old Queen St., London, S.W. 1.), or,
Lectioes, 1932 (Spottiswoode, 1d.). For hymns: *The Church
and School Hymnal* (S.P.C.K., 1/6; or with music, 3/6). *Daily
Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press,
1/-). *Two Minute Bible Readings*: for use in Opening School
(S.C.M., 3/-).

† The 123rd term of work set since the Parents Union School began.

Sunday Reading (optional):

- A & B *The Book of the Long Trail*, by Henry Newbolt (Longmans, 2/6), pp. 91-171. *The Land of the Incarnation*, by Gertrude Hollis (Wells Gardner, 5/-), pp. 103-192.
 A *An Eskimo Village*, by Dr. S. K. Hutton (S.P.C.K., 2/6).
 B *Wigwam Stories*, by M. C. Judd (Ginn, 4/6).

Sunday Occupations:

- A The Book of Centuries, see under General History.
 A & B Choose and inscribe mottoes and texts, using Bridges cards 1, 2, 3.

Writing.

- A & B *A New Handwriting** (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): choose letters from cards 3 (small letters) and 10, or 1 and 2 (capitals). Transcribe, with cards 7, 8 or 9 as models, some of your favourite passages from Shakespeare's *King Lear*, or from the poetry books set. Two perfectly written lines every day.

Dictation.

- A & B Two pages at a time to be prepared carefully; words not known to be visualised (see *Home Education*, pp. 240-243); then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (including written or oral narration daily after each lesson).

- A (a) Stories, (b) verses, in the metres of poems read; choose subjects from work set in History and Reading. Letters to friends abroad.
 B Stories from the term's reading. Children in B who cannot write easily may narrate part.
 Children are advised to join the P.U.S. Portfolio of Story and Verse (see *Our Work*, April *Parents' Review*).

English Grammar (see N.B. 4.)

- Point out Subjects, Verbs, Objects, and do simple parsing every week; make progress each term.
 A & B *First Grammar Lessons**, by C. M. Mason (Dent, 1/6), pp. 3-22, inclusive, or continue.
 or, A, (more advanced), *A New Junior English Grammar**, by R. B. Morgan (Murray, 2/-), pp. 44-64, with Morgan's *Exercises in English Grammar* (Murray, 1/9), pp. 33-43.

English History.

- A & B *A History of England**, by H. O. Arnold-Forster (Cassell, 8/6), pp. 494-557 (1649-1702). Make summaries of events and dates and finish a History chart of the 17th Century.
 or, B Marten and Carter's *Elementary Histories*, Vol. II.: *The Middle Ages** (Blackwell, 2/6), pp. 138-203 (1300-1485).
 A & B Take the *Home and Classroom* section of *The Times*; order direct from *The Times Office* (6/- a year).
 A Teacher will find useful Quennell's *History of Every-day Things*, Part V. (17th Century), (Batsford, 3/-). See also *History Charts* (P.N.E.U. Office, 6d.).

French History.

- A & B *A First History of France**, by L. Creighton (Longmans, 5/-), pp. 199-213 (1643-1700); or, (B), pp. 111-133.

General History.

- A *Man before History**, by Mary Boyle (Harrap, 2/-), pp. 53-90.

Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or better, 2/6: see illustrated leaflet, by Miss Bernau, 6d.).

Put in illustrations from all the history studied during the term (Bible, English, French, General). *Babylonia and Assyria**, by D. A. Mackenzie (Blackie, 1/3), pp. 1-40, for reference. Visit museums. See British Museum Postcards: catalogue from the Museum.

Citizenship.

- A Suitable stories from North's *Plutarch's Lives: Pericles** (Blackie, 10d.).
 A & B *The Citizen Reader**, by H. O. Arnold-Forster (Cassell, 2/6), pp. 82-121, inclusive.
 B *Stories from the History of Rome**, by Mrs. Beesly (Macmillan, 2/6), pp. 130-189; or, *Stories of the Old Greeks**, by W. H. D. Rouse (Macmillan, 2/6), pp. 1-45.

Geography.

Local geography out-of-doors; see *Home Education*, Parts II. and V.

Map questions (as in the Ambleside Geography Books) to be answered from map *before each lesson*; then reading and narration. Memory sketch maps. Ten minutes' exercise on map of the world every week. Know something about foreign places noticed in the current newspapers (see under History). All Geography to be studied with atlas. Philip's *Modern School Atlas of Physical, Political and Commercial Geography**, 1929 edition (7/6).

- A (1) *The Counties of England, Ambleside Geography Book III*.* (Kegan Paul, 4/-), pp. 1-43, with Philip's supplementary maps for *Cumberland and Westmorland**, "*Tees-side*"* (Durham), *North Lancashire**, and *South Lancashire** (4d. each);
 or, alternative work, *Cambridge Geographical Readers*, Vol. III., *The British Isles** (Cambridge Press, 3/6), pp. 1-11, and 34-81.
 (2) *Round the Empire**, by Sir George Parkin (Cassell, 2/6), pp. 1-46, for map study.
 B (1) *Ambleside Geography Book II*.* (Kegan Paul, 1926 edition, 3/-), pp. 169-202, or work with A above.
 (2) *Round the Empire**, as in A above.

Natural History,¹ etc.

A & B *Life and Her Children** (latest edition), by Arabella Buckley (Macmillan, 6/-), pp. 135-166.

The Sciences, by E. S. Holden (Ginn & Co., 4/9, revised edition), pp. 1-34.

Children should make experiments where possible. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may also be used.

Keep a Nature Note Book* (P.N.E.U. Office, 5d.; see *Home Education*, Parts II. and V.).

For special out-door studies according to season and climate, see *Nature Rambles*, Vol. II., *Spring to Summer*; also *Nature in the Garden*, Vol. I., *Early Days to Midsummer*, by E. Step, F.L.S. (Warne, 2/6 each); *S.N.S.U. Leaflets*, Nos. 15 (*Nature Tracking, I., Food Tracks*), and 23 (*Nature Tracking, III., Habits of Birds and Mammals*). (2½d. each.)

French² (see N.B. 4).

A *A French Course for Schools*, Part I.,* by H. F. Collins (Macmillan, 2/-), lessons 1-8. *La Petite Charité** (Blackie, 6d.), optional for narration.

New French Picture Cards, Series I., by Marc Ceppi and H. M. Brock (Bell, 2/-), may be used for extra practice.

B *French for Young Beginners*,* by Marc Ceppi (Bell, 2/-), lessons 19-24, with pp. 119-121 (see also pp. 122-136 for verbs and pronunciation; omit phonetic script).

A & B Learn a poem from *Recueil de Poèmes*,* Vol. I., by J. Molmy (Blackie, 6d.).

Teacher will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Co., 2/6 or 3/-) with six Columbia records (6/- each, not stocked at the P.N.E.U. Office).

Latin (see N.B. 4).

A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,* by M. C. Gardner, M.A. (Oxford Press, 3/-), Part I., §§ 1-21.

Arithmetic (see N.B. 4).

Much care with tables and rapid mental work.

Dr. Ballard's *Fundamental Arithmetic* Books II. and III. with *Teacher's Books*. Also Alfred Wisdom's *Arithmetical Dictation* for rapid mental work.

A (2nd Term). *Fundamental Arithmetic*, Book III.* (U.L.P., Pupils' Book, 1/-), pp. 1-21; (Teacher's Book, 2/3). *Arithmetical Dictation*, Book III. (U.L.P., 1/-), Exs. 121-134; or, continue.

¹ Overseas members see special leaflet.

² Schools may substitute the national language.

B (2nd Term). *Fundamental Arithmetic*, Book II.* (U.L.P., 10d.), pp. 17-32 (Teacher's Book, 2/-); *Arithmetical Dictation*, Book II. (U.L.P., 1/-), Exs. 76-91, or continue.

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

Picture Study.

A & B Reproductions of six pictures by Watts* (P.N.E.U. Office, 2/-).

See notes for teachers only in the April *Parents' Review*, also *Home Education*, pp. 307-311.

Drawing.

Wild flowers in brushdrawing. Studies of children playing out-of-doors. Original brush-drawings from scenes in books set for reading. Memory drawings.

Paint-box* with specially chosen brushes, palette and colours (P.N.E.U. Office, 2/6); work should be done with brush and in colour; pencil should not be much used.

Join the P.U.S. Portfolio (See *Our Work*, April *Parents' Review*).

Teacher may consult: *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6); *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Music Appreciation.

The work of Dvořák: see (a), article, and (b), the records suggested under *Our Work*, in April *Parents' Review*.

Ear Training, Piano, etc.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.); *The Three R's in Music*, by Arthur Somervell (Boosey, 1/6).

(a) *Ear Training*, by M. Chamberlain (Novello, 6/-); see Introduction for amount of work each term.

(b) Continue *Child Pianist* (Curwen & Son, from 3/- a volume); teacher using the *Teacher's Guide* (revised edition, 7/6).

An Introduction to Music, by H. E. Piggott (Dent, 3/6), will be found useful for theory.

Singing.

(a) Three English, and three French, songs.

The Clarendon Song Books: Book II. (Oxford Press, 2/6 or 3/-; words and voice part only 6d. or 8d.). *Folk Songs of France*, Book I. (Novello, 2/-).

(b) Sight-singing and Ear-training.

A *Ten Minutes' Lessons in Sight-Singing* (Curwen, 3/-), take four lessons. Teacher may use also *Fifty Steps in Sight-Singing*, by Arthur Somervell (Curwen & Son, 2/6), and Exercises for Pupils (9d. a set).

B *Ear Training*, by M. Chamberlain (Novello, 6/-).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from work set in *Genesis*, and *St. Luke*, (b), Psalm 147, (c), a hymn, and (d), one of the following: a scene from the Shakespeare play, or fifty lines from an anthology.

*Laurel and Gold** anthology (Collins, 1/-). *Historical Lyrics and Ballads*, Book II.* (Blackie, 1/-); *Lyra Heroica** (Macmillan, 3/6).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading.

Shakespeare's *King Lear** (Blackie; Plaintext Edition, 6d.); Scott's *Woodstock** (Nelson, 1/3).

A Bulfinch's *Age of Fable* (Dent, 2/-), pp. 127-155. *The Book of other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 11-55, or, Hakluyt's *English Voyages* (Horace Marshall, 3/-), pp. 233-271. Kingsley's *The Heroes** (Nelson, 1/3), second half.

B *The Heroes of Asgard*, by A. & E. Keary (Macmillan, 3/6), pp. 177-246. *The Caged Lion** (1421), or, *The Lances of Lynwood** (1333), by Charlotte Yonge (Macmillan, 2/6 each).

A & B *The Merry-Go-Round*, a magazine for children (1/- monthly).

Drill, etc.

Daily drill, dancing, games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *A Hundred Singing Games*, edited by Frank Kidson (Bayley & Ferguson, 2/-).

(b) Dancing: *Scandinavian Dances*, Series II. and III. (Ling Association, 11d.). *The English Country Dance Graded Series*, by Cecil Sharp, Vols. I.-III. (Novello, 3/- each): description and tunes of 6 dances in each volume.

(c) Games: *Recreational Games*, by E. N. Herbert (Philip, 3/-). Longball (Rules, Bourne & Co., 2d.). Tennis.

Work: Crafts, etc.

(a) Help in house or garden.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(b) Carton modelling, etc.: make four models.

Paper Cutting and Modelling, by J. E. Tolson (Pitman, 4/-), Section VI. (Omit correlated schemes.) Materials from Philip & Tacey, Ltd., 69 High Street, Fulham, London, S.W. 6.

Help to make *The Happy Little House*, by M. H. Spilhaus (Blackwell, 2 -).

(c) Needlework: make a simple garment, e.g., an overall.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffith (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may also be used for stitches, etc.

Boys and girls mend clothes from the wash each week.

First Lessons in Darning and Mending (P.N.E.U. Office, 2d.), may be used.

(d) Claymodelling: make six models.

Clay Modelling, by H. Unwin (Longmans, 4/6), or, *Clay Work*, by K. M. Lester (Batsford, 4/6).

Help the "Save the Children Fund," address: 26 Gordon Street, London, W.C. 1.

Teacher will find valuable suggestions for the teaching of Drawing and all Handicrafts in the following:—*Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Form II. lasts for two years (ages 9-11). In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, except in Citizenship, but more work must be expected from A. **Second year II.A. is now called III.B.**

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). **A record of work should be kept (see leaflet H).**

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 5.—Each pupil should have a copy of all books, etc., marked *, and a set of the Pictures and materials. *One* copy of the other books is sufficient. **It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.** The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and (in II.A) a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

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FORM II.

PUPILS' NAMES.....

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Bible Lessons.

- A & B 1. "And Abram fell on his face and God talked with him." Tell what you know about the covenant made on this occasion and how it was fulfilled.
2. How did God test Abraham's faith? Tell the whole story about the sacrifice of Isaac.
- A 3. How did Jacob get Esau's blessing? Show in what ways we know that Jacob was the better man to fulfil God's purpose.
- II. A & B 1. On what occasions were the following words used:—(a), "His name is John; (b), "Wist ye not that I must be about my Father's business?" Tell the whole story of **one** occasion.
2. To whom did our Lord say (a), "I will, be thou clean"; (b), "Arise, take up thy couch and go into thine house." Tell the whole story in the case of (a) or (b).
- A 3. What does our Lord teach us about (a), the keeping of the Sabbath Day; (b), our duty to enemies?

Writing. (Writing is also considered in each answer.)

Write (A), four, (B), two, lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

A *Round the Empire*, page 141,—“There is an old fable . . . farming.”

B *The Citizen Reader*, p. 164,—“A boy who . . . whom he meets.”

Composition.

A & B 1. Write in prose, or verse, upon **one** of the following,—
(a), The Golden Fleece, (b), Iduna's Apples, (c), a picnic.

2. Describe a scene in which “Louis Kerneguy” appears.

3. Write a short account of “Cordelia” (*King Lear*).

English Grammar.

A & B 1. Pick out Subjects and Predicates in the following, and say all you can about the words in italics:
“Baby Roo *practised* very *small jumps* in the *sand*, and *fell* down *mouse-holes* and *climbed* out of them, while *Kanga* fidgeted about.”

2. Make six sentences of two words each. Then expand each sentence as much as you can. What kind of word have you used most in each case?

3. From a page in your poetry book, pick out all the nouns, adjectives and verbs, writing them in three columns.

or, A (Morgan) 2. Distinguish between (a), the object, and (b), the complement of a verb. Give three examples of each, and analyse simply each sentence.

3. Use the following words in sentences in as many different ways as you can. Underline and parse each example: *after, that, clean, round, down*.

English History.

A & B 1. Describe the turning out of the “Rump” of the Long Parliament. What two powers stronger than itself did it raise up?

2. Give an account of (a), His Highness the Lord Protector, Cromwell, or, (b), The Restoration of Charles II.

A 3. Write a short account of two of the following,—(a), The Dutch in the Medway, (b), the Habeas Corpus Act, (c), The Declaration of Indulgence, (d), William of Orange. Dates.

or, B 1. Give an account of (a), Edward I., and (b), his model parliament.

2. What do you know of **one** of the following, (a), a town in the Middle Ages, (b), the wool trade in the Middle Ages, (c), the great revolt of the Peasants in the time of Richard II.?

French History.

A & B 1. What do you know of **two** of the following,—(a), Jean Baptiste Colbert, (b), the Court of Louis XIV., (c), the Revocation of the Edict of Nantes?

or, B 1. Give a short account of (a), Joan of Arc, or, (b), Louis XI.

General History.

A 1. Write a short account of (a), the beautiful Cro-Magnon Race, or, (b), the Magdalenian Artists.

2. Explain and date two of the Babylonian illustrations you have made in your Century Book this term.

Citizenship.

A 1. Write (a), a story about Pericles and Anaxagoras, or, (b), an account of Pericles and how he made Athens famous for wonderful buildings.

2. Mention some of the “great rules” which must be observed in a Court of Justice, and show how they work.

B 1. Tell a story about (a), the two Fabii, or, (b), Fabricius, or, (c), Croesus.

2. What do you know about the work of (a), a Policeman, (b), a Judge?

Geography.

1. Draw a sketch map of Lancashire, putting in the boundaries, physical features and chief towns. Write the story of a piece of coal.

or, 1. Write what you can about the mountain and hill districts of England and Wales. Name and show the position of the chief coalfields and seaports. Sketch map.

2. Write a letter from a Canadian settler to a friend at home persuading him to come and live in Canada.

3. Write a full description of one of the following you have seen this summer:—(a), a river, (b), a lake, (c), a piece of coast-line, (d), a field. Diagrams.

B 1. Make a sketch map of South America, putting in some rivers, mountain chains, and as many countries as you can. What do you know about the great central plain?

2. Describe the journey of an emigrant from Liverpool to Canada, (a), in the summer, (b), in the winter.

Natural History.

- A & B I. What do you know about a common earthworm and the way in which he is adapted to live under the earth?
2. Describe the making of a map of the sun and planets. What is a planet?
3. Write notes on what you have learned out-of-doors this term about (a), food tracks, or, (b), the habits of two kinds of birds; or, (c), some other special study. Drawings.

French.

- A 1. (a), Describe in French a visit to a farmyard, or, (b), Tell a story in French about *La Petite Charité*.
2. Make six sentences using the following (a), verbs: *jouer, arroser, porter, rester, mugir, guérir*; (b), adjectives: *petit, jolie, ma, nos, ces*.
- B 1. Tell what you can about the picture on p. 101. (Ceppi).
2. Find the pictures where you can point out the following, and then make and write down one sentence about each: *le pompier, les rameurs, le bain, le soldat, un vapeur, une glissade*.

Latin.

- A 1. Decline with meanings the singular of "ramus," and the plural of "terra."
2. Translate (1), He sees a big monkey on the shore. (2), The parrots eat many figs (3), You give food to the boy, O sailors.
3. (a), Translate § 15 (b), Paragraph 2, "Tum ludunt . . . descendit." (b), Read the Latin again, then write a narration in Latin.

Arithmetic.

- A (2nd term) 1. After paying 53 workmen £2 : 13 : 9 each, £1 : 14 : 0 is left. How much money was there at first?
2. If 7 tons 10 cwt. 2 qr. of coal are to be divided among 27 poor people, how much will each get and how many lb. will be left over?
3. Some pigs ate 9 bags of meal, each weighing 57 lb. 12 oz., in a week. How many lb. and oz., of meal did they eat in a day?
- B (2nd term) 1. How many times can a pint jug be filled from a can of lemonade containing 6 gall. 3 qt. 1 pt.?
2. A farmer gets up at 5 a.m. and goes to bed at 10 p.m. How long is he up? How many minutes is this?
3. A sack of wheat weighs half a cwt., and another is 42lb. heavier. What is the weight of both together?

Picture Study

A & B Describe "Sir Galahad" by Watts.

Drawing (with brush and in colour.)

1. An original illustration, with a title, for a scene from (a), *Woodstock*, or, (b), *King Lear*.
2. (a), A wild flower, from the object, or, (b), some children at play, from memory.

Music Appreciation.

What music by Dvořák have you heard this term? Say what you can about one of the compositions.

Recitations.

Father to choose a hymn, a poem, or, twenty lines from *King Lear*, and two passages from the Bible lessons.

Reading.

Father to choose unseen passage.

Music.

Examine in work done and report progress.

Singing.

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

The Summer Examination is optional.— Parents and Teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

N.B.— OVERSEAS MEMBERS may send in written work for examination at the end of *any two* terms in the year.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages (*years and months*) and Forms to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.